



District of Columbia
Office of the State Superintendent of Education

Request for Applications
FY 2010 Teacher Quality Improvement Grant Program

Division of Education Excellence
Office of Educator Licensure and Quality
51 N Street, N.E. 3rd Floor
Washington DC 20002

Release Date: November 23rd, 2009
Application Deadline: January 15th, 2010

Invites the submission of applications for funding provided by the U. S. Department of Education to the Office of the State Superintendent of Education under Title II, Part A of the Elementary and Secondary Education Act (Public Law 107-110).

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL

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Office of the State Superintendent of Education

Request for Applications (RFA)

FY 2010 Teacher Quality Improvement Grant Program

SECTION I GENERAL INFORMATION

Introduction

The U.S. Department of Education has awarded a formula grant under Title II, Part A Subpart 3 of the the Elementary and Secondary Education Act of 1965 (ESEA), as amended – Teacher and Principal Training and Recruiting Fund to the District of Columbia. Consistent with the priorities and criteria outlined below, the Office of the State Superintendent of Education (OSSE) must make awards under *Improving Teacher Quality State Grants* funds to support the following types of activities to enhance student achievement in eligible Local Educational Agencies (LEAs):

1. Professional development activities in core academic subjects to ensure that:
 - a. Teachers, highly qualified paraprofessionals, and, if appropriate, principals have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
 - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects.

2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
 - a. Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and; State assessments to improve instructional practices and student academic achievement;
 - b. May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
 - c. May include activities of partnerships between one or more LEAs' schools, and one or more Institution of Higher Education (IHEs) for the purpose of improving teaching and learning at low-performing schools.

OSSE Priorities

In alignment with Goal B, Objective 3 of the OSSE Strategic Plan, which speaks to improving the quality of the District of Columbia's educators, the OSSE seeks applications outlining the design and implementation of a program that:

- 1) Includes one or more of the top five subject areas statewide with the highest number of non-highly qualified teachers: Art/Music; English/Reading/Language Arts; Secondary Mathematics; Secondary Sciences (General Science, Biology, Chemistry, Physics); and/or Elementary Education.

- 2) Targets non-highly qualified teachers (majority of participants), and includes Praxis II Preparation as an objective.

- 3) Includes a majority of schools in NCLB School Improvement or Corrective Action status.

**Applications that do not include one or more of the OSSE priorities
will not be forwarded to the review panel.**

Please note that the High, Objective, Uniform, State, Standard Evaluation (HOUSSE) process is now an option for teachers (with at least one year's experience) to demonstrate their NCLB highly qualified status. Completion of content-based coursework and professional development programs can be used to demonstrate one's content knowledge via the HOUSSE process. DCPS teachers must have a D.C. license to be eligible to use the HOUSSE. Public charter school (PCS) teachers are not required to have licensure by the District, therefore, this requirement does not apply to PCS teachers to participate in the HOUSSE process.

Eligible Organizations/Entities

The Teacher Quality Improvement Grant Program is a partnership grant. An eligible application must include the following principal partners at a minimum:

- (1) a private or State IHE and the division of the institution that prepares teachers and principals;
- (2) a school of arts and sciences; and
- (3) a high need LEA.

A high need LEA is defined as an LEA:

- (A) (i) that serves not fewer than 10,000 children from families with incomes below the poverty line: **or**
(ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line: **and**
- (B) (i) for which there is a high percentage of teachers not teaching in the academic subject or grade levels that the teachers were trained to teach; **or**
(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing [Title II, Part A, Subpart 3 Section 2102(3)].

Principle partners must play a key role in the program's implementation. The partnerships must use grant funds to conduct professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have subject-matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction.

While not required, the partnership may also include another local educational agency; a public charter school; an elementary or secondary school; an educational service agency; a nonprofit educational organization; another institution of higher education and its school of arts and sciences and/or the division of that prepares teachers and principals; a non-profit organization; an entity carrying out a pre-kindergarten program, a teacher or principal organization, or a business.

Applicants must include with the application letters of support from the principal partner listed on Attachment C. The letters must delineate key services the partner brings to the program.

Services must be provided in the District of Columbia, at the applicant's university or college, DC public or private school, or other suitable facilities approved by the Office of the State Superintendent of Education.

Source of Grant Funding

This funding is made available through the U.S. Department of Education under the authority of Title II, Part A, Subpart 3 of the of the the Elementary and Secondary Education Act of 1965 (ESEA), as amended. Applicants should note that the awarding of grants is contingent upon continued availability of funding from the U.S. Department of Education.

Award Period

The grant period will be from the date of award until September 30th, 2011.

Grant Award and Amount

Historically, grants have ranged in the amount of \$50,000 to \$100,000.

No single primary partner (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may “use” more than 50 percent of the sub-grant. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them.

Please refer to the following examples for further clarification of this requirement.

Example: Correct Use of Funds

Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development in instructional leadership for 20 principals. Jefferson University’s grants office receives **100 percent** of the *Title II, Part A* funds for the partnership. The Grants Office gives:

- the College of Education **25 percent** of the funds to use to pay its faculty to deliver professional development in instructional leadership methodologies for 20 principals Lincoln school district;
- the College of Arts and Sciences **25 percent** of the funds to use to pay its faculty to deliver professional development content knowledge in instructional leadership for 20 principals at Lincoln School District;
- Lincoln School District **50 percent** of the funds to use to pay stipends for its principals to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example no partner uses more than 50 percent of the funds for its own benefit.

Example: Incorrect Use of Funds

Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development in instructional leadership for 20 principals. Jefferson University’s Grants Office receives **100 percent** of the *Title II, Part A* funds for the partnership. The Grants Office gives:

- the College of Education **20 percent** of the funds to use to pay its faculty to deliver a professional development summer course in instructional leadership methodologies for 20 principals at Lincoln school district; a mentor principal **10 percent** of the funds to work with the 20 Lincoln school district principals, in their buildings, applying what they learned.
- Lincoln school district **60 percent** of the funds to pay stipends to the 20 principals attending the professional development summer courses.

In this example one partner uses more than 50 percent of the funds for its own benefit.

Grant award payments will be made on a reimbursement basis. Disbursement of funds will be released to awardees upon receipt by OSSE of an official request for reimbursement, which shall include a formal invoice, project status report, and a project budget report. Final payments will not be made until a final report, which reflects that actual final expenditures have been completed is received by OSSE. .

OSSE Contact Person

For further information, please contact:

Orman Feres
Coordinator, Accreditation and SAHE Grants
Office of the State Superintendent of Education
51 N Street, NE – 3rd Floor
Washington, D.C. 20002
202.741.5218
orman.feres@dc.gov

Pre-Application Conference

A Pre-Application Conference will be held on **Wednesday, December 9th, 2009** from **1:00 p.m. to 3:00 p.m.**, at, **51 N Street, NE**, Washington, DC 20001, in the Lower Level Conference Room.

Explanations and Technical Assistance to Prospective Applicants

Applicants are encouraged to telephone or email questions to the OSSE contact person **before 5:00 p.m. on Wednesday, January 13th, 2010**, Questions submitted after the deadline date will not receive responses.

SECTION II SUBMISSION OF APPLICATIONS

Application Identification

A total of six (6) sets of the application, one (1) original and five (5) copies, must be submitted in an envelope or package. **Two Attachment Fs** should be affixed to the outside of one envelope or package. **The OSSE will not forward the application to the review panel if the applicant fails to submit the required six sets of the application.** Telephonic, telegraphic, email and facsimile submissions **will not be accepted.**

Application Submission Date and Time

Applications are due no later than 5:00 pm, on **Friday, January 15th, 2010**. All applications will be recorded upon receipt. **Applications received at or after 5:01pm, Friday, January 15th, 2010, will not be forwarded to the review panel for consideration.** Any additions or deletions to an application will not be received after the deadline.

Hand Delivery of Applications

If an application is to be hand delivered, an original and five (5) copies **must be** hand delivered to the following location:

Office of the State Superintendent of Education
Office of Educator Licensure and Quality
51 N Street, NE - 3rd Floor
Washington, D.C. 20002
Attn: Orman Feres

You must have a picture ID to enter the building.

Mail/Courier/Messenger Delivery

Applications that are mailed or delivered by Messenger/Courier services **must be** sent in sufficient time to be received by the 5:00pm deadline on January 15th, 2010 at the above location. Applications arriving via messenger/courier services after the posted deadline **will not be forwarded to the review panel by the OSSE.**

SECTION III PROGRAM AND ADMINISTRATIVE REQUIREMENTS

Use of Funds

OSSE will make grant awards of *Title II, Part A Section 3* funds to support one or more of the following types of activities to enhance student achievement in LEAs and schools participating in the partnerships:

1. • Professional development activities in core academic subjects to ensure that:
 - a. teachers, highly qualified paraprofessionals (as defined in Section 1119), and, if appropriate, principals have subject-matter knowledge in the academic subjects that the teachers teach (including knowledge of computer-related technology to enhance student learning); and
 - b. principals have the instructional leadership skills to help them work most effectively with teachers to help students master core academic subjects.
2. • Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
 - a. ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
 - b. may include intensive programs designed to prepare individuals who will return to a school to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and
 - c. may include activities of partnerships between one or more LEAs, one or more of the LEAs' schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

SECTION IV GENERAL PROVISIONS

Certifications and Assurances

Applicants shall complete and return the Certifications and Assurances listed in Attachments D and E with the application submission.

Audits

Awardees are required to maintain, for a minimum of five (5) years after final payment, records that fully show:

- The amount of funds under the grant or sub-grant;
- How the applicant uses the funds;
- The total cost of project activities;
- The share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

At any time or times before final payment and five (5) years thereafter, the District of Columbia and respective jurisdictional administrative agencies may have the applicant's expenditure statements and source documentation audited. In addition, all grantees and sub-grantees are required to keep records to show their compliance with program requirements. Record keeping should permit an "audit trail" that clearly documents that all funds were used for activities that were reasonable, allowable, and allocable to the program.

Nondiscrimination in the Delivery of Services

In accordance with Title VI of the Civil Rights Act of 1964 (Public Law 88-352), as amended, no person shall, on the grounds of race, color, religion, nationality, sex, or political opinion, be denied the benefits of, or be subjected to discrimination under, any program activity receiving FY 2009 Teacher Quality Improvement Grant Program funds.

SECTION V PROGRAM SCOPE

The District of Columbia's Office of the State Superintendent of Education announces that \$626,907 in federal grant funds is available to fund applicants whose programs include an OSSE priority and are designed to provide teachers with skills needed to positively enhance student learning and improve the quality of instruction.

Applicant Requirements

Applications submitted for funding must address how the programs will accomplish the following:

- A. The applicant is required to demonstrate knowledge of assessments of local needs for professional development as identified by the educational institution and school staff.
- B. The applicant is required to create a professional development program that addresses and includes the following:
 1. One or more of the top five subject areas statewide with the highest number of non-highly qualified teachers: Art/Music; English/Reading/Language Arts; Secondary Mathematics; Secondary Sciences (General Science, Biology, Chemistry, Physics); and/or Elementary Education; and/or
 2. A target audience (majority of program participants) of non-highly qualified teachers and Praxis II Preparation as an objective; and/or
 3. A majority of schools in NCLB School Improvement or Corrective Action status

- C. The applicant is required to provide information on the following:
1. Information on the number of persons that will directly benefit from the program, specifying grade levels of teachers, administrators, and students involved; and
 2. The extent to which the project can serve as a model for the importance of student learning; and
 3. A description of how the activities funded will address the needs of teachers in schools receiving assistance; and
 4. A description of how the plan is of sufficient intensity and duration to have a positive and lasting impact on a teacher's performance in the classroom; and
 5. Contact information of the program's participants to enable the OSSE to perform follow-up evaluations to determine the program's impact. Contact information will include the names, home and email addresses, phone numbers, and the name of the school where the participant works.

Please note that, in the case of programs working directly with students, applicants may be responsible for securing background checks. The OSSE will notify the applicant at the time of the award notification whether its program will be required to secure background checks.

- D. The applicant is required to outline a plan of operation that:
1. Includes a clear description of how the objectives of the project relate to the purposes of the Title II, Part A, Subpart 3 Teacher Quality program and OSSE priorities;
 2. Describes how the objectives of the project will be accomplished;
 3. Describes how the partners will collaborate to provide the professional development program;
 4. Describes the ways in which resources and personnel will be used to achieve each objective, including a description of the duties of all key personnel;
 5. Describes how the program will assure equitable participation, to the extent possible, of private school children and teachers.
- E. The applicant is required to describe additional teaching resources that will ensure program objectives and goals are maintained i.e., information showing resources to be used to accomplish objectives; teaching/learning facilities, laboratories, or computer assisted instruction facilities; and other relevant equipment and supplies needed.

SECTION VI APPLICATION FORMAT

Applicants are required to follow the format below and each application must contain the following information:

- Applicant Profile (**See Attachment C**)
- Table of Contents
- Application Summary (**5 pages**)
- Program Description (**25 pages**)
- Program Work Plan (**Not counted in page total, See Attachment G**)
- Staffing Plan (**Not counted in page total, See Attachment H**)
- Program Budget and Budget Narrative (**Not counted in page total, See Attachment I**)
 - ~ Must include the percentage of the grant each principal and other partners would receive if awarded (see pgs. 2-3).
- Certifications and Assurances (**Not counted in page total, See Attachments D and E**)
- Appendices: Resumes, Organization Chart, and/or Position Descriptions, etc. (**Not counted in page total**)

The number of pages designated for each section is a recommendation. Applicants should feel free to submit fewer pages than recommended. However, the maximum number of pages for the total application **cannot exceed 30 double-spaced pages, on one side, (including bullet items) on 8½ by 11-inch paper**. Margins must be no less than one inch and a font size of 12-point is required (Times New Roman or Courier type recommended). Pages must be numbered. **The review panel shall not review applications that do not conform to these requirements.**

Description of Application Sections

The purpose and content of each section is described below. Applicants should include all information needed to adequately describe their objectives and plans for services. It is important that applications reflect continuity among the goals and objectives, program design, work plan, and has a budget that demonstrates the level of effort required for the proposed services.

Applicant Profile

Each application must include an Applicant Profile, which identifies the applicant, type of organization, program service area, and amount of grant funds requested. **See Attachment C.**

Table of Contents

The Table of Contents should list major sections of the application with quick reference page indexing.

Application Summary

This section of the application should be brief and serve as the cornerstone of the application. The application summary should highlight the major aspects of the objectives that are discussed in depth in other sections of the application.

Program Description

This section of the application should describe the program and justify the need for program implementation. The program description should include the following:

1. Target populations to be served;
2. Need for and proposed impact of the program;
3. Specific, measurable program objectives for the service area of the application;
4. Specific service(s) to be provided;
5. Detailed work plan for activities;
6. Quality assurance mechanisms.

The application must include separate program descriptions for the target population (if more than one target population) and time-specific work plans delineating activities needed to achieve the service objectives. The time specific work plans must be included on Attachment G.

Budget and Budget Narrative

Standard budget forms are provided in Attachment I. The budget for this application shall contain detailed, itemized cost information that shows personnel and other direct and indirect costs. The detailed budget narrative shall contain a justification for each category listed in the budget. The narrative should clearly state how the applicant arrived at the budget figures.

Personnel

Salaries and wages for full and part-time program staff should be calculated in the budget section of the grant application. If staff members are being paid from another source of funds, their time on the project should be referred to as donated services (e.g., in-kind, local share and applicant share).

Non-personnel

These costs generally include expenditures for space---rented or donated--- and should be comparable to prevailing rents in the surrounding geographic area. Applicants should also add in the cost of utilities and telephone services directly related to grant activities, maintenance services (if essential to the program) and insurance on the facility.

Costs for the rental, lease and purchase of equipment should be included, listing office equipment, desks, copying machines, word processors, etc. Cost for supplies such as paper, stationary, pens, computer diskettes, publications, subscriptions and postage should also be estimated.

All transportation-related expenditures should be included, estimates on staff travel, pre-approved per diem rates, ground transportation, consultant travel costs, employee reimbursement and so forth.

Certifications and Assurances

Applicants shall provide the information requested in Attachments D and E and return them with the application.

Appendices

This section shall be used to provide technical material, supporting documentation and endorsements. Such items may include:

- Audited financial statement;
- Indication of nonprofit corporation status;
- Roster of the Board of Directors;
- Proposed organizational chart for the project;
- Organizational budget (as opposed to project budget);
- Letters of support or endorsements;
- Staff résumés; and
- Planned job descriptions.

SECTION VII REVIEW AND SCORING OF APPLICATIONS

Review Panel

The review panel will be composed of neutral, qualified, professional individuals who have been selected for their unique experiences in educator professional development, human services, higher education, curriculum development, data analysis, and education program planning and evaluation. The review panel will score and rank each application, and upon completion of the review, the panel shall make recommendations for awards based on the scoring process. The OSSE shall make the final funding determinations.

Scoring Criteria

Applicants' submissions will be objectively reviewed against the following specific scoring criteria listed below.

Note that all applicants will be initially screened for compliance with federal requirements. If an application does not reflect an OSSE priority, and/or an eligible partnership, and/or an allowable use of funds under the requirements of Title II, Part A, Subpart 3, the OSSE reserves the right to reject that application without forwarding it to the review panel. Additional information regarding the legal requirements of the program can be accessed in Section F of the U.S. Department of Education's non-regulatory guidance on the Title II, Part A program: <http://www.ed.gov/programs/teacherqual/guidance.pdf>

Criterion A Improvement or Expansion of Instruction (Total 30 Points)

1. The applicant shall show the extent to which the program will contribute to the improvement or expansion of instruction resulting in increased student learning by demonstrating:
 - a. How the objectives of the program promote evidence-based reforms and efforts to improve upon student learning and classroom performance; **(5 points)**
 - b. A direct relationship to District of Columbia and/or national student learning standards; **(5 points)**

- c. The extent to which the program involves techniques that are innovative and offer “hands-on” activities such as the use of appropriate technology; **(5 points)**
- d. The extent to which the program addresses the specific needs of the DC Public Schools and DC Public Charter Schools; **(5 points)**
- e. The extent to which the program could serve as a model professional development program that could be replicated. **(10 points)**

Criterion B Plan of Operation (Total 30 Points)

- 1. The applicant shall describe the quality of the plan of operation through the following:
 - a. High quality in the design of the program; **(10 points)**
 - b. An effective plan of management that insures proper and efficient administration of the program; **(5 points)**
 - c. The plan for which resources and personnel are used to achieve each objective; **(5 points)**
 - d. A clear description of how members of groups that have been traditionally underrepresented will be impacted by the program, specifically: **(5 points)**
 - 1. Students from historically underrepresented and under-served groups;
 - 2. Students enrolled in Special Education Programs.
 - e. A clear description of how the applicant will provide the opportunity for equitable participation of private school children and teachers. **(5 points)**

Criterion C Staffing Requirement (Total 10 Points)

- 1. The applicant shall demonstrate how the qualifications of key personnel will be used. The application must describe and include résumés for the following:
 - a. Program director;
 - b. Key personnel assigned to the program;
 - c. The time that key personnel will commit to the program; and
 - d. The extent to which applications are encouraged from persons who are members of groups that have been traditionally underrepresented such as:
 - 1. Members of racial or ethnic minority groups;
 - 2. Women; and
 - 3. Persons with a disability.

Criterion D Adequacy of Resources (Total 10 Points)

- 1. The applicant clearly demonstrates that adequate resources will be devoted to the program; and **(5 points)**

2. The applicant delineates clear information on the adequacy of: **(5 points)**
 - a. The facilities proposed for use; and
 - b. The proposed equipment and supplies to be used.

Criterion E Evaluation Plan (Total 10 Points)

1. The applicant demonstrates clear information on the quality of the evaluation plan for the program; and **(5 points)**
2. The applicant describes methods for program evaluation that are appropriate for the objectives and to the extent possible produces data that are quantifiable. **(5 points)**

Criterion F Sound Fiscal Management and Reasonable Budget (Total 10 Points)

1. The applicant demonstrates that the proposed budget is realistic and is consistent with the level of effort for the program. **(10 points)**

Criterion G Applicant's Commitment and Capacity (Total 10 Points)

The applicant demonstrates clear information to the extent of the commitment to the program, its capacity to continue the project and the likelihood that it will build upon the program when Federal assistance ends. **(10 points)**

Criterion H Bonus Points (Total 5 Points)

The applicant has demonstrated previous success as a grantee of the OSSE Teacher Quality Improvement Grant by providing relevant impact data regarding teacher and student learning. **(5 points)**

Decision on Awards

The recommendations of the review panel are advisory only and are not binding by the Office of the State Superintendent of Education. The final decision on awards rests solely with the OSSE. After reviewing the recommendations of the review panel and any other information considered relevant, the OSSE shall decide the applicants to receive funds and the amounts to be funded, no later than one month after the application deadline.

SECTION VIII

LIST OF ATTACHMENTS

Attachment A	Notice of Grant Pre-Application Conference
Attachment B	Application Checklist
Attachment C	Applicant Profile
Attachment D	Certifications
Attachment E	Assurances
Attachment F	Original Receipts
Attachment G	Work Plan
Attachment H	Staffing Plan
Attachment I	Budget

ATTACHMENT A

NOTICE

**DISTRICT OF COLUMBIA
Office of the State Superintendent of Education
FY 2010 Teacher Quality Improvement Grant Program**

**PRE-APPLICATION CONFERENCE
Attendance Strongly Recommended**

WHEN: Wednesday, December 9th, 2009

WHERE: Office of the State Superintendent of Education
51 N Street, NE, Lower Level Conference Room
Washington, DC 20001

TIME: 1:00 pm - 3:00 pm

CONTACT PERSON: Orman Feres
Office of the State Superintendent of Education
Division of Education Excellence
51 N Street, N.E. – 3rd Floor
Washington, D.C. 20002
Tele: 202-741-5218
orman.feres@dc.gov

ATTACHMENT B

Checklist for Applications FY 2010 Teacher Quality Improvement Grant Program

- ❑ The applicant organization/entity has responded to all sections of the Request for Application.
- ❑ The Applicant Profile, found in Attachment C, contains all the information requested.
- ❑ The Program Budget is complete and complies with the Budget form listed in Attachment I of the RFA. The budget narrative is complete and describes the categories of items proposed.
- ❑ The application is printed on **8½ by 11-inch paper, double-spaced, on one side (including bullet items) using 12-point type with a minimum of one inch margins.** The OSSE will **not forward applications** to the review panel that do **not conform** to this requirement.
- ❑ The Application Summary section is complete and is within the 5-page limit for this section of the RFA submission.
- ❑ The Program Description section is complete and is within the 25-page limit for this section of the RFA submission.
- ❑ **The applicant is submitting the required six (6) sets of the application, one (1) original and five (5) copies. The Office of the State Superintendent of Education (OSSE) will not forward the application to the review panel if the applicant fails to submit the required applications.**
- ❑ The application format conforms to the “Application Format” listed in Section VII, page 10 of the RFA. **The review panel will not review applications that do not conform to the application format.**
- ❑ The Certifications and Assurances listed in Attachments D and E are complete and contain the requested information.
- ❑ The appropriate appendices, including position descriptions, staff qualifications, individual resumes, licenses (if applicable), and other supporting documentation are enclosed.
- ❑ The application is submitted to the OSSE no later than 5:00pm on the deadline date of January 15th, 2010.

ATTACHMENT C

Applicant Profile/Cover Page

**Office of the State Superintendent of Education
FY 2010 Teacher Quality Improvement Grant Program**

PROGRAM LEAD APPLICANT NAME *:

Principal Partner 1:

LEA IHE/School of Education IHE/Arts & Sciences

Principal Partner 2:

LEA IHE/School of Education IHE/Arts & Sciences

Additional Partners:

LEAD APPLICANT CONTACT PERSON:

Name/Title: _____

Office Address: _____

Phone: _____ Fax: _____

Email: _____

Funds Requested: \$_____

**The Lead Applicant will be the fiscal agent for the grant and responsible for the submission of all program & financial reports.*



**GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the Chief Financial Officer**

**Certifications Regarding
Lobbying; Debarment, Suspension and Other Responsibility
Matters; and Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, "New Restrictions on Lobbying" and 28 CFR Part 67, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code and implemented at 28 CFR Part 69, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 28 CFR Part 69, the applicant certifies that:

- (a) No Federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - III, "Disclosure of Lobbying Activities," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.



2. Debarment, Suspension, and Other Responsibility Matters (Direct Recipient)

As required by Executive Order 12549, Debarment and Suspension, and implemented at 28 CFR Part 67, for prospective participants in primary covered transactions, as defined at 28 CFR Part 67, Section 67.510—

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, sentenced to a denial of Federal benefits by a State or Federal court, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.**

1. Drug-Free Workplace (Grantees Other Than Individuals)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for grantees, as defined at 28 CFR Part 67 Sections 67.615 and 67.620—

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The applicant's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and

ATTACHMENT D



- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
- (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Office of the State Superintendent of Education 441 4th St., NW, Room 350 North, Washington, DC 20001. Notice shall include the identification number(s) of each effected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
- (1) Taking appropriate personnel action against such an employee, up to and incising termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - (3) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (1), (c), (d), (e),. and (f).
- B. The applicant may insert in the space provided below the sites) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Drug-Free Workplace (Grantees who are Individuals)

As required by the Drug-Free Workplace Act of 1988, and implemented at 28 CFR Part 67, subpart F, for grantees as defined at 28 CFR Part 67; Sections 67.615 and 67.620—

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Office of the State Superintendent of Education, 441 4th St., NW, Room 350 North, Washington, DC 20001.



**As the duly authorized representative of the application,
I hereby certify that the applicant will comply with the above certifications.**

1. Grantee Name and Address

2. RFA Number and Project Name

3. Grantee IRS/Vendor Number

4. Typed Name and Title of Authorized Representative

5. Signature

6. Date



ASSURANCES

The applicant hereby provides assurance to the Office of the State Superintendent of Education (OSSE) for the District of Columbia that if a grant is received under the terms of **No Child Left Behind, Title II, Part A**, it will:

- Comply with audit requirements in accordance with the Federal Office of Management and Budget (OMB) Circular A-128 or A-133 as appropriate, and supply the OSSE with a copy of the audit report for each fiscal year in which grant funds were expended within 60 days of the completion of the audit;
- Comply with Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicapped), Title IX of the Education Amendments of 1972 (sex) and the Age Discrimination Act of 1975 (age);
- Keep all records necessary for fiscal and program auditing and give the OSSE, the Federal sponsoring agency or the State Auditor through any authorized representatives access to and the right to examine all records, books, papers, or documents related to the grant;
- Retain all fiscal records for a period of five years;
- Comply with all provisions of the Title II, Improving Teacher Quality State Grants, Part A
- Comply with the administrative procedures of the OSSE and the United States Department of Education's General Administrative Regulations (EDGAR);
- Seek to provide greater access to all core academic disciplines to historically underrepresented and underserved groups;
- Enter into agreement for professional development with school(s), school district or consortium of school districts or nonpublic schools in the area of proposed grant activity;

Ensure equitable participation of personnel from nonpublic (private) schools to the extent feasible.

Print Name & Title

Organization

Signature

Date

ATTACHMENT F

FY 2010 Teacher Quality Improvement Grant Program

The Office of the State Superintendent of Education is in receipt of

(Contact Name/Please Print Clearly)

(Organization Name)

(Address, City, State, Zip Code)

(Phone)

(Email)

(Fax)

(Program Title)

(Amount Requested)

OSSE USE ONLY:

Please Indicate Time:

_____ Applications with Original

RECEIVED ON THIS DATE _____ / _____ / _____

Received by: _____

LATE APPLICATIONS WILL NOT BE FORWARDED TO THE REVIEW PANEL

ATTACHMENT G

Work Plan

FY 2010 Teacher Quality Improvement Grant Program

Name of Organization	Submission Date
Address	Program Director
Budget \$	Telephone #
Measurable Objectives/Activities	
1. Objective:	
Activities:	
2. Objective:	
Activities:	

Please make copies if necessary.

ATTACHMENT I

FY 2010 Teacher Quality Improvement Grant Program

	FEDERAL	NON-FEDERAL
A. Personnel	\$ _____	\$ _____
B. Fringe Benefits	\$ _____	\$ _____
C. Travel	\$ _____	\$ _____
D. Consultants/Contracts	\$ _____	\$ _____
E. Supplies	\$ _____	\$ _____
F. Equipment	\$ _____	\$ _____
G. Training	\$ _____	\$ _____
H. Operating Expenses	\$ _____	\$ _____
I. Other Expenses	\$ _____	\$ _____
J. Match	% _____	\$ _____
PROJECT TOTAL	\$ _____	\$ _____
